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ABSTRACT

In response to the problem facing college faculties of choosing textbooks that are both "readable" by students and adequate in content coverage, a text selection process has been developed that can be used with or without the aid of a reading specialist. The first step in the process, a preliminary check, examines each proposed text's publication date, scope of coverage, point of view, and cost. The degree to which textbook topics reflect the course objectives is also considered. After each proposed text has had a preliminary examination, a summary statement of text strengths and weaknesses for currency, content, point of view, and cost should be made on a text comparison sheet. The next step is the calculation of text readability, followed by an analysis to determine if the text contains necessary reading aids. A cloze test is then performed for each text that has not been rejected according to the previous review procedures. The last and most difficult stage of the selection process is a review of content coverage, readability level, text features, and cloze test results to select the text that best meets the needs of the instructor and the department. (Appendixes provide a text comparison sheet, a reading aids checklist, and example of how the SMOG readability formula is used, and a sample cloze procedure.) (RL)

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A TEXTBOOK SELECTION PROCESS

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Overview of the Textbook Selection Process

A text selection process can be used with or without the aid of a reading specialist.

The first step in the text selection process includes a preliminary check of the text's publication date, scope of coverage, point of view and cost. The publication date should be checked to determine if the text presents the latest information and research findings available.

The degree to which the textbook's topics reflect the course objectives is also an important consideration. Texts that do not cover course content adequately in terms of scope or depth might be rejected at this point. For example, an educator teaching a developmental psychology course might require a text that included a lengthy section on various learning theories and their application to development.

The preliminary check might also include a comparison between the text's point of view and the instructor's point of view. A criminologist might, for example, reject a juvenile delinquency text that was written from a psychological point of view.

The cost of the text is the last item to be covered in the preliminary check. The cost of textbooks has risen phenomenally in the past few years, creating a burden on students. A text that appears too expensive for the degree of usage in the course should be rejected.

After each proposed text has been given a preliminary examination, a summary statement of the strengths and weaknesses of the text in terms of currency, content, point of view and cost should be made on the Text Comparison Sheet (Appendix A).

After the preliminary check has been completed, the reading levels of the good and possible candidates should be calculated. Readability is determined by applying a

Introduction

One of the greatest issues on college campuses today is basic skills. College faculty and administrators are acknowledging that more students are having difficulty reading assigned text material than ever before. Part of the problem lies with the reading skills of students. Part of the problem, however, is often due to the textbook selected. A textbook that is awkwardly worded and poorly organized is likely to cause difficulty for even the best reader. If, on the other hand, the text is well-written and well-organized, students will be able to read more rapidly and efficiently.

Obviously, the faculty member knows his/her subject matter better than the reading specialist. Unfortunately, most faculty have little or no background in reading. Without this reading background, faculty may select texts that are difficult even for those students having well-developed reading skills. The problem faced by faculty, therefore, is to determine whether a text is both "readable" and adequate in its coverage of the content.

formula to randomly selected passages of the text. If the reading level is greater than two levels above the students' grade level, the text should be rejected.

The reading features of the textbook should then be analyzed to determine if the text contains necessary reading aids. Texts omitting the reading aids necessary to teach the material effectively should be rejected. For example, an instructor teaching an introductory course in psychology might choose to reject a text that lacks a well-written chapter summary and study questions since previous experience indicated that such aids are essential to the development of a purpose of reading prior to actually reading the chapter. The Reading Aids Checklist in Appendix B provides a guide for use by instructors when evaluating the reading features of textbooks.

A cloze test is then developed for each of the texts that has not been rejected by the previous review procedures. The cloze test is essentially a fill-in-the-blank test based on an actual reading passage taken from the text. The cloze test will indicate the degree to which students can successfully follow the structure of the content. If the students' average cloze test score is 40% or less, the textbook should be rejected.

The last stage of the process is the most difficult. At this point, only a few texts will remain. A review of content coverage, readability level, text features and cloze test results will need to be conducted and a decision will have to be made to select the text that best meets the needs of the instructor/department. The Text Comparison Sheet included in Appendix A has been designed to enable instructors to make a visual comparison of the relative strengths and weaknesses of all remaining texts.

Readability Formulas

Rationale

Reading specialists have long been concerned with accurately predicting the reading difficulty of material. How could a twelfth grade history teacher, for example select a text that was written on a twelfth grade level?

In approaching the problem, early researchers attempted to focus on factors within the material which could affect the difficulty of that material. Edgar Dale and Jeanne Chall, for example, used vocabulary as the determinant of reading difficulty. They devised a mathematical formula requiring comparison of each word in a reading passage with a graded test of familiar words. This comparison process, however, was very time consuming, i.e., at least an hour to evaluate each passage. Furthermore, the formula proved to be a poor predictor of difficulty above the eighth grade level.

In 1967, Edward Fry developed a less complicated, and time saving method for determining readability. Assuming sentence length and the number of syllables to be the variables affecting reading difficulty, he devised a graph to determine the reading level of a given passage. His formula required selecting a 100-word passage and determining the number of syllables as well as the number of sentences in a passage. Word count and sentence length were then coordinated on a graph. The interception indicated the level of difficulty for the passage. Unfortunately, Fry's graphing procedure also had limited applicability for college level material.

In 1969, Harry McLaughlin devised the SMOG (Simple Measure of Gobbledygook) formula. McLaughlin postulated that sentence length and word length interaction were the

determinants of reading difficulty. Using regression equations, he ascertained that the reading level equals 3 plus the square root of the polysyllabic count.

The use of McLaughlin's formula is recommended here for several reasons. First, the procedure is uncomplicated for the layman. Second, the procedure can be administered quickly, i.e., 10 to 15 minutes. Third, the formula predicts the reading ability required for 90-100% comprehension. Using the SMOG formula, for example, a grade level of fourteen would mean that the reader would understand 90-100% of that material. Since many college instructors expect their students to read the material independently (without classroom lectures to reinforce the reading assignment), this formula can be considered more appropriate than a formula that predicts readability using 50-75% comprehension as the criterion score.

Unfortunately, the SMOG formula shares many of the disadvantages of other readability formulas. Because of these disadvantages, other methods of comparing textbooks are presented as part of the total text selection process. First, the readability scores are only predictive estimates; they cannot be considered definitive. Second, the readability formulas are not suited to non-prose material such as mathematics. Third, concept load is not measured by such formulas. Poetry, for example, may use simple language while expressing profound ideas. Fourth, such formulas do not consider the reading skills or experiences of the intended audience. If we determine a book is written at the tenth grade level, for instance, we do not know if the readers themselves have the necessary reading skills to understand the material.

Application Procedure

Four basic steps are followed in determining readability using the SMOG formula.

First, count ten consecutive sentences near the beginning of the text to be assessed, ten consecutive sentences in the middle of the text, and ten near the end of the text. Count as a sentence any string of words ending with a period, question mark or exclamation point.

Second, count every word of three or more syllables in the thirty sentences you have selected. Any string of letters or numerals beginning and ending with a space or punctuation mark should be counted if you can distinguish at least three syllables when you read it aloud in context. If a polysyllabic word is repeated, count each repetition.

Third, estimate the square root of the number of polysyllabic words counted. This is done by taking the square root of the nearest perfect square. For example, if the count is 95, the nearest perfect square is 100, which yields a square root of 10. If the count lies roughly between two perfect squares, choose the lower number. For instance, if the count is 110, take the square root of 100 rather than that of 121.

Fourth, add 3 to the approximate square root. This gives the SMOG grade, i.e., the reading grade that a student must have reached if he/she is to fully understand the text, i.e., with 90-100% comprehension. Instructors planning to lecture independently of the text should reject the text if its reading level is higher than the reading level of students in the course. In these cases, a lower readability level is required since the student is expected to fully understand the content without the aid of classroom instruction.

On the other hand, instructors planning to lecture largely from the text should reject a text if the readability level is greater than two grades above the grade level of students in the course. In these instances, a text with a higher readability level can be used since the concepts will be further organized and explained in class.

Reading Aids Checklist

Rationale

Reading checklists are commonly used at the primary level. Unfortunately, there are no checklists or available rationales for the evaluation of texts at the college level. Since this effort is novel at the college level, the rationale is based on experiences in assisting college students to more effectively read texts. The checklist (Appendix B) may be removed and the questions for each section may be considered in connection with the following discussion.

Evaluating Text Components

Table of Contents. The table of contents serves two purposes for the reader. It acts as a rapid reference and as a concept organizer. As a reference, it informs the reader as to where various types of information are located in the text; as a concept organizer, it provides an outline or structure of the important concepts covered by the text. A table of contents' logically sequenced chapters and major headings can provide the reader with a point of view that enables him to conceptualize the content of the total text. This point of view is crucial in many content areas, such as statistics, accounting, physics, chemistry, etc., where students have difficulty transferring information learned previously to new material.

The Preface. Students often skip the preface because it's not assigned. The preface, however, can provide the reader with valuable information: For whom is the book written? What is covered? How is it covered? Why is it covered in a particular sequence? What special procedures should the reader follow in reading the text? The answers to these

questions will help the reader develop a point of view or conceptual base for organizing the specific information within chapters.

Unit Introductions. Unit introductions, if included, inform the reader of the relationship between a series of chapters. Readers have a tendency to focus on specific details rather than on broader concepts. The unit introductions, by explaining the broader concepts, give the reader a structure for organizing the details found in subsequent chapters. By reading all the unit introductions at the beginning of the course and by reviewing them as the chapters are assigned in the course, the reader can greatly increase his/her ability to organize and retain broader concepts.

Appendices. Appendices contain important supplemental material not included within the chapters. In many instances, appendices represent a condensation of material found in the chapters. Properly constructed, they can save the reader time by providing a great deal of information in a brief space or by eliminating the need for referring to other sources of information. Many readers don't use appendices, however, simply because the appendices are vaguely titled. The title should clearly indicate the purpose of the appendix.

Index. The index serves two purposes; it provides the reader with reference pages for each topic and it provides the reader with the aspects (subtopics) of that topic. Unfortunately, many texts contain indexes that are not clearly subdivided. In these cases, the reader must refer to many pages before he/she locates needed information. The reader does not have a clear idea of what he/she is expected to know about each topic. As a result, his/her ability to meaningfully organize the material is impaired.

Glossary. One of the most frequent problems encountered by readers is understanding the technical vocabulary found in a text; understanding concepts is impossible if the reader doesn't initially understand the meaning of the terms used. A complete glossary with clearly stated definitions will enable the reader to develop a more systematic base for understanding concepts.

Typography. Typography is a very important, but often overlooked, characteristic for text selection. Even the best textbook will not be read if it is psychologically unappealing to the reader. Students often perceive the content of a text as more difficult than it actually is because the print is too small or extends from one side of the page to the other with narrow outside margins. If, on the other hand, the material is printed on glare proof paper and doesn't appear to be "crowded," the reader will perceive the material as being easier to read.

There is also a physiological reason for considering typography. Reading requires good near-point vision. Students who are far-sighted or who have astigmatism will be severely handicapped in reading material that is printed in small type. Since an estimated forty to fifty percent of all college students do have some type of eye problem affecting reading ability, the consideration of typography should not be underestimated.

Supplemental Materials. Students, particularly those in introductory courses, need guidance. In many cases, the students have no prior exposure to the concepts and facts presented, the processes involved in learning the concepts, or no awareness of the relevancy of the concepts to their present experiences. A student, in other words, asks "Why do I need to know this?" "What do I need to know?" " How do I know if I've learned it?"

Supplemental materials can facilitate the instructor's task in helping students answer these questions. A well-written teacher's manual can, for example, provide questions and activities that not only reinforce the text content, but also enable the student to transfer that knowledge to other situations. A study guide that includes clear key-terms, outlines, summaries, learning activities and study questions for each chapter will provide the student with a means of independently guiding his/her own learning activities.

Evaluating Chapters

Chapter Headings. Chapter headings serve as concept organizers by providing an outline or structure of the important topics covered by the chapter. This outline can help the reader to begin developing a "gestalt" or over-all picture of the chapter contents. If the outline is logically consistent and clearly written, students can speculate about the relationships between the major and minor headings.

Chapter Introductions. A reader beginning a new chapter often has no sense of purpose or direction. Well-written introductions can alleviate these problems by forewarning students. Introductions can connect material from previous chapters with the chapter to be covered, they can provide the reader with a clear reason for reading the chapter and they can identify the major topics (headings) and the purpose or function of each topic in relation to the over-all purpose of the chapter.

Chapter Summaries. Instructors often lament that students memorize facts rather than learn concepts. One reason for this is that students often read through the entire chapter without separating main ideas from details. This problem could be partly

alleviated if students were encouraged to read the summary after reviewing the chapter headings and introduction and prior to actually reading the chapter. A well-written summary can provide a conceptual basis for organizing the chapter content by clearly stating the main ideas for each topic. With the main ideas clearly in mind, students will then be able to read for the details that support these main ideas.

Study Questions. Instructors often view textual reading as primarily an intellectual activity. Many students, however, particularly those in introductory courses, don't view reading as "just" an intellectual activity. These students become anxious or worried as they read because they feel the stress of being responsible for knowing the content of the text. This anxiety is heightened if the students receive no feedback about the adequacy of their learning prior to the actual exam. Study questions can relieve this anxiety in two ways; they guide the students' reading activities within the chapter if they are read prior to the actual reading of the chapter since students can determine what information they should know about a particular topic before actually reading that topic.

Questions can also function as a review tool if an answer key is provided. Students can determine their mastery of the chapter's content by their ability to answer the study questions. Used properly, the study questions can provide continuous feedback to students so that frantic last-minute "cram sessions" can be avoided.

One point must be stressed: study questions are only useful if they coincide with the teacher's expectations. Study questions that do not correlate with test questions serve as distractors and actually create greater student anxiety. The instructor should provide some indication of the relationship between the study questions and course expectations.

Behavioral Objectives. Behavioral objectives are a relatively recent phenomenon in education. Like study questions, behavioral objectives tell students what they need to know or do. Behavioral objectives go a step further, however, by identifying the conditions under which students are to demonstrate their knowledge and the extent to which students are to master the required information. An example of a behavioral objective for a general psychology course might be: "Given the following list of behaviors, identify, without error, the type of psychosis with which each behavior is associated."

Generally, behavioral objectives are used to provide a guideline for mastering the content of the entire course, including the text, the lecture material and the other related learning activities. If, however, behavioral objectives are confined solely to the text, the objectives will still enable students to effectively determine the outcomes for their reading.

Technical Vocabulary Terms. Mastering an exhausting number of vocabulary terms is a major problem facing students in a new content area. Students are expected to recognize the terms and to use these terms effectively in their writing and speaking. Unfortunately, many students conclude that learning is synonymous with memorizing vocabulary terms.

Vocabulary terms, however, are designed to assist students in the learning of new concepts. The text can facilitate a more rapid understanding of crucial vocabulary terms by clearly identifying such terms and by providing definitions that use language already employed by students. Additionally, texts should avoid the unnecessary use of abstract, obscure language. Highly technical language is intended for communication between well-established scholars, not between the expert and the layman.

Graphic Aids--Charts, Tables, Graphs, Lists. Graphic aids are used in almost all content area textbooks. Well-written graphic aids can successfully summarize or exemplify complex relationships that are difficult to explain in prose. If students are to utilize graphic aids effectively, the aids must be located in the text at points where the concept discourse is not interrupted, the purpose must also be clearly demonstrable to the student and the aid should clearly indicate which qualities or quantities are being compared. Overly complex aids will not be read by many students.

Presentation of Concepts. Writing a textbook to effectively communicate abstract concepts is an arduous task. The reader does not have the opportunity to create a meaningful dialogue with the author. The effectiveness of an author depends on his/her ability to understand a priori the needs and capabilities of his reading audience and to then develop the concepts in a manner consistent with those capabilities. The author must, therefore, guard against unwarranted assumptions about the present knowledge of the audience. His concepts must be clearly and carefully developed through the use of explanations, examples or illustrations, the concepts must be carefully sequenced in a logically consistent order and the concepts should be paced evenly throughout the chapter.

Heading (Topic) Organizational Aids. These aids provide a valuable service to the reader. They enable the reader to skim the material first to develop the major concepts or ideas prior to reading for details. Readers are less likely, therefore, to become frustrated and lose interest because they've become encumbered by the details.

Procedure for Using the Reading Aids Checklist

Before actually using the checklist with a proposed text, read the accompanying rationale for each section of the checklist to determine the purpose of the questions.

Although the checklist is general in nature, the instructor should find that most questions in the checklist will be applicable to his/her content area.

After studying the checklist itself, rank order the sections of the checklist according to their importance. Some instructors, for example, place high importance on the presentation of concepts in a chapter and low importance on the appendix. Next, transfer your rank ordering of the sections to the Text Comparison Sheet (See Appendix A).

Now, apply the checklist questions to the proposed text. When the checklist for that text has been completed, write down the strengths and weaknesses of the text on the Text Comparison Sheet. After applying the checklist to all the proposed texts, the instructor will have a consistent basis for comparing the merits of each text and making a rational decision for accepting or rejecting the available texts.

The Cloze Procedure

Rationale

Both readability formulas and the cloze procedure measure readability. Readability formulas attempt to predict the grade level of the material. The cloze procedure, however, actually measures how well a particular group of readers interacts with the material.

Robinson (1971) defined the cloze procedure as "a method of systematically deleting words from a prose selection and evaluating the success a reader has in accurately supplying the words deleted." The procedure itself is based on the gestalt psychologists' concept of closure which means filling in the parts of an incomplete message to reach a conclusion.

Wilson Taylor formulated the cloze procedure in 1953. He found that the application of the cloze procedure to three different prose passages yielded results consistent with the Flesch and Dale-Chall readability formulas. Taylor reached several conclusions. First, the cloze procedure was easy to administer and reliable in its scoring. Second, the cloze procedure appeared to be "a measure of the aggregate influences of 'all factors' which interact to affect the degree of correspondence between the language patterns of transmitter and receiver." As such, the potential use of the cloze procedure was extremely broad.

The cloze procedure, however, lacked a frame of reference for interpreting scores when used for measuring comprehension difficulties of passages. John Bormuth, in a series of related studies, developed a frame of reference for interpreting cloze test scores. In 1963, Bormuth found that the correlation between scores on cloze tests and scores on multiple choice tests written over the same passages ranged between .75 and .82 for nine different passages. From this study, he concluded that cloze tests are valid and uniform

measures of reading comprehension ability and that the cloze test was an accurate predictor of the comprehension difficulties of reading passages.

In 1967, Bormuth proposed that cloze test scores be compared to comprehension scores on oral reading tests. Earlier research had shown that a comprehension score of 75 on a test over a passage indicated the material was at a student's instructional level, while a score of 90 indicated the material was at a student's independent level (the level where the student could read the material well without the teacher's assistance).

Using the Gray Oral Reading Test, which ranges from preprimer through high school level, as a basis for testing, Bormuth found that cloze test scores of 38 and 50 corresponded to comprehension scores of 75 (instructional level) and 90 (independent level) on the Gray Oral Reading Test. A subsequent study in 1968 revealed that cloze test scores of 44 and 57 were comparable to comprehension scores of 75 and 90. Rankin and Culhane (1969) replicated Bormuth's 1968 studies and found that cloze scores of 41 and 61 correspond to comprehension scores of 75 and 90 percent. These cloze scores are the ones used most frequently by reading specialists today.

Procedure for Applying the Cloze Test

Formulating the Cloze Test. Using the index of each of your proposed texts, locate a topic that is covered in each text and that has not been covered by students enrolled in the course. If the topic has been covered by the students, their recall rather than their reading ability will be tested.

For each text, select a passage dealing with that topic. This passage must be at least 275 words in length. On a ditto stencil, type the title and first sentence of the passage. Beginning with the second sentence, omit every fifth word, leaving a blank space

fifteen spaces long, until you have typed fifty blank spaces. Blank spaces may not be continued on the next line since the student will perceive this as two blank spaces. The sentence that follows the fiftieth blank space is left intact.

Administering the Cloze Test. In order to have a sufficient sampling of students, a different class section of students should be used for each proposed text. If, for example, a cloze test for three different proposed texts was planned, a different cloze test would be administered to each of the three sections.

In order to administer the test in a consistent manner, include the following directions to each section of students:

> We are attempting to select a new textbook for this course. This exercise will help us to determine how effectively you, the student, can actually read the text.
>
> Read through the passage quickly. Then go back and fill in the exact word that you think belongs in the blank.
>
> Since you will have the entire hour to complete the exercise, take your time and work carefully. Although your results on the exercise will not affect your grade, you are expected to complete the exercise.

Scoring the Cloze Test. The following procedure is to be followed for each cloze test administered: Using a thin sheet of cardboard or manila stock, make an answer stencil. Cut out a rectangular hole for each blank space so that when the answer key is superimposed over the student's sheet, the student's answers will be visible.

Next, write the correct answer above each rectangular hole. Using a pen or pencil, slash through each incorrect answer. When you have finished, total the number of errors that student has made and subtract that number from fifty to get the student's total number right. Multiply the number right by two to get the percentage score.

When all the tests have been scored, make a frequency distribution for the scores. From this frequency distribution compute the mean and median percentage scores and record them on your Text Comparison Sheet. A significant discrepancy between the mean and median percentage scores for a cloze test may indicate that some students, by not taking the test seriously, have failed to complete the test and have scored very low. In this case, the tester might consider either using the median percentage score or administering a different cloze test.

Bear in mind that a mean score of 40 or below will indicate that the material is probably at the students' frustration level. They will not be able to read the material adequately even with their instructor's assistance. A mean score of 40-60 will indicate that the students can read the text with the instructor's assistance. A score of 60 or higher will generally indicate that the students can read the text independent, i.e., without their instructor's assistance.

APPENDIX A: TEXT COMPARISON SHEET

Text Name _____
Author _____
Publisher _____
Copyright _____

Readability Level= _____
Mean Cloze Test Score= _____ Median Cloze Test Score= _____

READING AIDS

(Section with highest priority)

Strengths

Weaknesses

(Section with second highest priority)

Strengths

Weaknesses

(Section with lowest priority)

Strengths

Weaknesses

CONTENT EVALUATION

Strengths

Weaknesses

GENERAL REACTIONS OR COMMENTS:

ADOPT, REJECT THIS TEXT BECAUSE:

APPENDIX B: READING AIDS CHECKLIST

	Yes	No
THE TEXTBOOK		
Table of Contents		
1. Are the chapters organized by units?		
2. Do the units appear to be placed in logical sequence?		
3. Does the Table of Contents indicate if there are introductions to each unit?		
4. Does the Table of Contents contain major headings or topics for each chapter in outline form?		
5. Does the Table of Contents indicate a summary chapter at the end of the book?		
6. Are the appendices clearly labeled?		
7. Is a glossary listed?		
8. Are there separate indexes for names and subjects?		
9. Is a list of graphic aids--tables, maps, charts, graphs, illustrations--included?		
10. Are the graphic aids clearly listed?		
Preface		
1. Is the intended audience for the book clearly identified?		
2. Does the author clearly state his point of view toward the subject matter?		
3. Is the over-all purpose of the text clearly stated?		
4. Does the author indicate a clear sequential relationship from unit to unit and chapter to chapter?		
5. Is the purpose of each unit or chapter clearly defined?		
6. Does the author provide the reader with clear, specific suggestions for using the text most effectively?		

	Yes	No

Unit Introductions

1. Does the introduction clearly relate the material to be covered with material covered previously?

2. Is the purpose of the unit clearly explained?

3. Is the purpose of each chapter in the unit clearly explained?

4. Is the purpose for each chapter clearly related to the over-all purpose of the unit?

Appendices

1. Is the purpose of each appendix clearly stated?

2. Are the appendices adequate enough to make the text self-sustaining?

Index

1. Are there enough main topics given in the index to adequately cover the material covered in the text?

2. Are sub-topics included?

3. Are the sub-topics arranged logically and consistently under main topics?

4. Are there enough sub-topics to provide quick reference for the reader?

5. Some topics are concept words. Does the index indicate on which page these topics (concept words) are defined?

Glossary

1. Is a glossary present?

2. Is the terminology used to define a word as clear and simple as possible?

3. Does the glossary define a majority of the concept words used in the text?

4. Does the glossary clearly differentiate similar concept words?

	Yes	No
Typography		
1. Is there enough white (blank) space on the page to project an uncrowded appearance?		
2. Do the margins provide enough space for marginal notes?		
3. Is the horizontal line of print narrow enough to facilitate the reader's concentration?		
4. Is the spacing between lines adequate to facilitate eye movement from one line of print to another?		
5. Is the print large enough to be read easily?		
6. Is the paper glare proof?		
7. Is the contrast between the color of the print and the color of the paper pleasing to the eye?		
Supplemental Materials		
1. Is a teacher's guide available?		
2. Does the teacher's guide contain clear, concrete learning activities that the instructor can use to reinforce the text material?		
3. Does the teacher's guide provide a variety of study questions to reinforce student learning?		
4. Is a study guide/workbook provided?		
5. Do the teacher's guide and the text have a common point of view and the same factual information?		
6. Does the student's guide/workbook contain key terms, outlines, summaries, learning activities, and study questions for each chapter?		
7. Does the study guide/workbook effectively indicate to the student what he is to know about the content of each chapter in the text?		

	Yes	No

THE CHAPTER

Chapter Headings

1. Is an outline of the chapter headings provided at the beginning of the chapter?

2. Are the major/minor headings indented in a consistent manner?

3. Are the major headings clearly differentiated from the minor headings via size of print or color?

4. Is the size of bold faced print consistent for major headings? Minor headings?

Chapter Introductions

1. Does the introduction relate the previous chapters to the present chapter?

2. Is the over-all purpose of the chapter clearly explained?

3. Are the major headings (topics) clearly identified?

4. Are the major headings (topics) clearly related to the over-all purpose of the chapter?

Chapter Summaries

1. Is a chapter summary included?

2. Is the summary organized in the same sequence as the headings (topics) in the chapter?

3. Does each paragraph summarize a major heading?

4. Does the summary aid the reader in conceptually organizing the topics covered in the chapter?

	Yes	No
Study Questions		
1. Do the study questions coincide with the content the teacher expects students to know?		
2. Is there a variety of questions (multiple choice, matching, short answer, essay)?		
3. Are questions asked at a variety of intellectual levels ranging from the concrete to the abstract?		
4. Are the questions organized sequentially in terms of difficulty?		
5. Is there an answer key the reader can use to get feedback?		
6. If the text lacks good study questions, does the teacher have access to more questions through a teacher's manual?		
Behavioral Objectives		
1. Are behavioral objectives listed at the beginning of the chapter?		
2. Are the behavioral objectives clearly stated?		
3. Do the behavioral objectives adequately cover the scope of the chapter contents?		
4. Is there a close relationship between the behavioral objectives and study guide questions for each chapter?		
Technical Vocabulary Terms		
1. Are the crucial terms listed at the beginning or end of the chapter?		
2. Are new technical terms introduced within the chapter by italics or bold-faced print?		
3. Are the definitions for these terms easy to find (in a glossary, at the end of the chapter, immediately after the italicized word)?		
4. Are the definitions themselves explained clearly and simply?		
5. Does the author favor using simple terms when possible?		

	Yes	No
Graphic Aids--Charts, Tables, Graphs, Lists		
1. Does the title clearly indicate the purpose of the graphic aid?		
2. Does the key (legend) clearly state the qualities or quantities presented or the comparisons being made?		
3. Is the graphic aid located in the chapter in a way that does not disturb the reader's train of thought?		
4. Are the graphic aids used vital to the reader's understanding of the content?		
Presentation of Concepts		
1. Are concepts evenly paced through the chapter rather than concentrated under one or two major headings?		
2. Are concepts clarified by adequate explanatory material (examples, illustrations, etc.)?		
3. Are the concepts well sequenced (without gaps that would confuse the reader)?		
Heading (Topic) Organizational Aids		
1. Is there an introductory paragraph underneath the heading (topic)?		
2. Does the paragraph clearly explain the purpose of the heading?		
3. Are main ideas of paragraphs consistently located in the same position?		
4. Are main ideas located at the beginning of the paragraph?		
5. Are signal words (first, also, however, finally) located at the beginning of the paragraph to guide the reader's train of thought?		
6. Is a summary or concluding paragraph included at the end of the material underneath the heading?		

APPENDIX C: APPLICATION OF SAMPLE SMOG READABILITY FORMULA

AUTHOR'S NOTE: The following three passages have been drawn from Introduction to Criminal Justice by Senna and Siegel. The first of these passages has been reproduced here to give a clear indication of the method for determining word count. Note that the sample is ten sentences in length, and the cumulative word count of polysyllabic words is indicated above each polysyllabic word. A worksheet for the SMOG readability formula follows the first sample.

Sample 1, p. 17., line 5

Modern crim[1]inologists have begun to consid[2]er the female crim[3]inal with renewed and greater inter[4]est. On the one hand, the ri[5]se of femi[6]nine consciousness has caused social scien[7]tists to grant more signific[8]ance to the role of women in soci[9]ety, and crim[10]-inal activ[11]ity is an aspect of that role which is of particu[12]lar import[13]ance. On the other hand, women are simply commit[14]ting more crimes and the rise in their arrest and incarcer[15]ation rates justi[16]fies greater social concern.

These crimi[17]nal behav[18]ior patterns have not always been as preva[19]lent or exten[20]sive as they are today. At one time the female crimi[21]nal was regar[22]ded as an od[23]dity. Pio[24]neer crimi[25]nologists such as Ces[26]are Lom[27]broso made note of the physio-biolo[28]gical differ[29]ences between men and women and sugge[30]sted that they were respon[31]sible for women's passive, law-abi[32]ding nature. Women were believed less "primi[33]tive" than men and thus less likely to be vio[34]lent or offen[35]sive. The rare woman who did commit crimi[36]nal acts was viewed as being more mascu[37]line in perso[38]nality and demea[39]nor than her law-abi[40]ding sisters, or she was consi[41]dered sexu[42]ally mala[43]djusted or other[44]wise psycho[45]logically unfit. Explana[46]tions

of feminine[47] crime by criminologists[48] such as Pollack were often based on the widely held belief that women engaged in crimes which were amoral[49] or sexual[50] in nature rather than violent[51] or motivated[52] by profit.

Current theory[53] concerning[54] feminine[55] crime has probably[56] not progressed as far past the formulations[57] of these early experts as might be desired. Two theoretical[58] strains prevail today, one stressing psychosocial[59] disturbance[60] and the other focusing[61] on sociopolitical[62] factors. (Tenth sentence)

SMOG Worksheet

	Number of Polysyllabic Words
Sample 1 (see above)	62
Sample 2 (p. 229., line 18)	53
Sample 3 (p. 470., line 6)	51
Total	166

$\sqrt{166}$ = approx. 13 + 3 = 16 = SMOG Readability Level

APPENDIX D: SAMPLE CLOZE PROCEDURE

At the referral level _____ decision-making, it is typical _____ an intake worker makes _____ decision whether or not _____ court has jurisdiction in _____ matter presented before the _____ by the referral source. _____ this time, the intake _____ can decide if the _____ is to be handled _____ a formal or informal _____. Sometimes this decision must _____ approved by a magistrate, _____, or the judge. If _____ case is to be _____ informally, the youngster and _____ or her family may _____ lectured, reprimanded, or otherwise _____ for informal counseling to _____ agency. When possible, some _____ can actually be diverted _____ this time, with a _____ to a Youth Service _____, for example.

If the _____ is to be treated _____, a petition must be _____ up and it is _____ this time, as a _____ of the Gault decision, _____ counsel must be made _____. Once a petition is _____, the child is dealt _____ in formal ways and _____ on the way to _____ and disposition. Sometimes a _____ has to be made _____ quickly if the child _____ to be placed in _____, and it is the _____ worker, in many jurisdictions, _____ also makes this decision. _____ the most part, detention _____ arranged for those youths _____ either present a distinct _____ to themselves or other _____, or for those youths _____ cannot remain in their _____ homes for some reason. _____ a parent makes a _____ as a result of _____ incorrigibility

or refusal to "obey" parents, intake workers may detain a child "in his best interests." In some courts, there must be a detention hearing and it is the judge who will decide if the child is to remain in detention and for how long a period of time.

1. of	11. basis	21. at	31. drawn	41. For
2. that	12. be	22. referral	32. with	42. is
3. the	13. referee	23. Bureau	33. is	43. who
4. the	14. the	24. case	34. adjudication	44. danger
5. the	15. handled	25. formally	35. decision	45. persons
6. court	16. his	26. drawn	36. rather	46. who
7. At	17. be	27. at	37. is	47. own
8. worker	18. referred	28. result	38. detention	48. When
9. case	19. another	29. that	39. intake	49. referral
10. on	20. cases	30. available	40. who	50. alleged

From Alvin W. Cohn, Crime and Justice Administration, J.B. Lippincott Company, page 332.

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